



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2008  
Code: 12171564  
SAU: MSAD 23  
School: Carmel Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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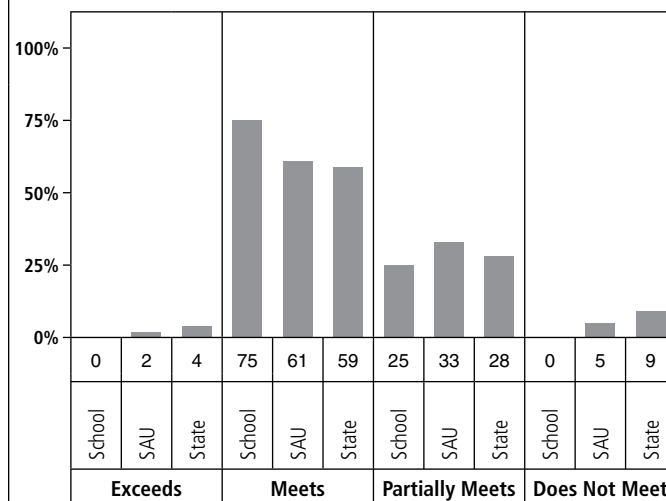
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 4  
SAU: MSAD 23  
School: Carmel Elementary School

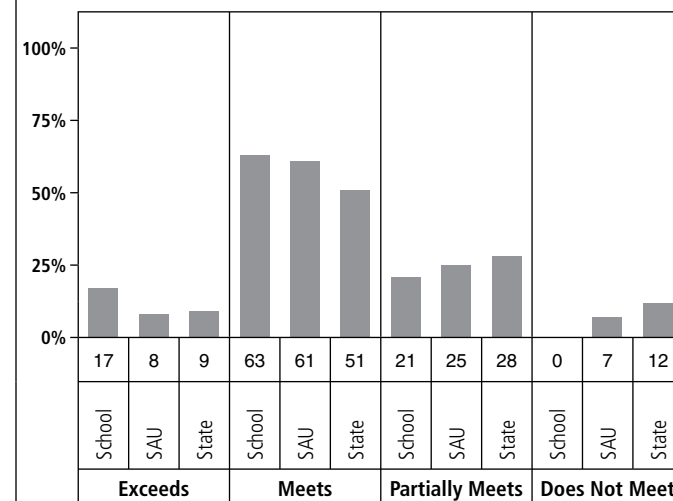
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	440	440	444
2006–2007	445	443	445
<b>2007–2008</b>	<b>447</b>	<b>445</b>	<b>445</b>
Cum. Avg. *	444	443	445
<b>Mathematics</b>			
2005–2006	437	436	444
2006–2007	445	442	445
<b>2007–2008</b>	<b>451</b>	<b>447</b>	<b>445</b>
Cum. Avg. *	444	442	445
<b>Science &amp; Technology</b>			
2005–2006	443	443	444
2006–2007	444	443	444
<b>2007–2008</b>	<b>449</b>	<b>446</b>	<b>444</b>
Cum. Avg. *	445	444	444

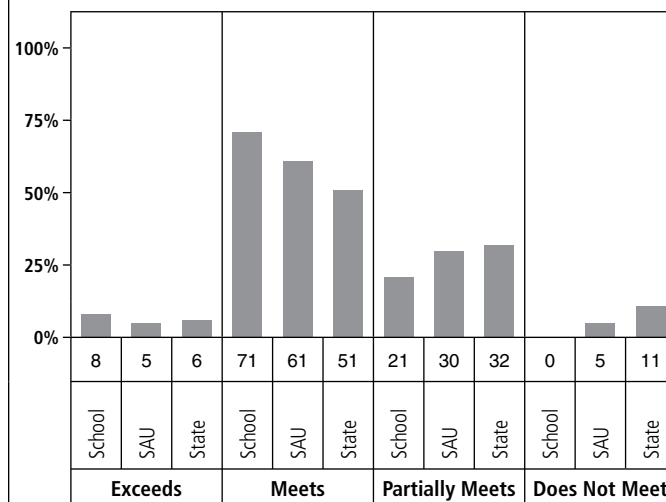
## ELA – READING



## MATHEMATICS



## SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 4  
SAU: MSAD 23  
School: Carmel Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	24	100	61	100	14207	100	24	100	61	100	14181	100	24	100	61	100	14123	100	24	100	61	100	14115	99						
Ethnicity African American/Black	1	4	1	2	390	3	1	100	1	100	388	99	1	100	1	100	388	99	1	100	1	100	386	99						
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	0	0	263	2	0	0	0	0	259	98	0	0	0	0	262	100	0	0	0	0	262	100						
Hispanic	0	0	0	0	170	1	0	0	0	0	168	99	0	0	0	0	166	98	0	0	0	0	166	98						
Caucasian/White	23	96	60	98	13282	93	23	100	60	100	13264	100	23	100	60	100	13205	100	23	100	60	100	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	2	8	6	10	2524	18	2	100	6	100	2514	100	2	100	6	100	2498	99	2	100	6	100	2494	99						
Current LEP	0	0	0	0	385	3	0	0	0	0	377	98	0	0	0	0	383	99	0	0	0	0	380	99						
Economically disadvantaged	11	46	22	36	5587	39	11	100	22	100	5569	100	11	100	22	100	5538	99	11	100	22	100	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	16	67	51	84	10755	76	16	67	51	84	10730	76	16	67	51	84	10776	76						
Identified disability (PET/IEP)	0	0	3	6	375	3	0	0	3	6	374	3	0	0	3	6	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	0	0	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	8	33	10	16	3298	23	8	33	10	16	3267	23	8	33	10	16	3215	23						
Identified disability (PET/IEP)	2	25	3	30	2013	61	2	25	3	30	1998	61	2	25	3	30	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	2	25	2	20	69	2	2	25	2	20	68	2	2	25	2	20	67	2						
Other	4	50	5	50	1046	32	4	50	5	50	1023	31	4	50	5	50	987	31						
Participation through alternate assessment (PAAP)	0	0	0	0	126	1	0	0	0	0	126	1	0	0	0	0	124	1						
Identified disability (PET/IEP)	0	0	0	0	126	100	0	0	0	0	126	100	0	0	0	0	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 23  
School: Carmel Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	0	0	0	0	601	4
	2006-2007	0	0	1	1	507	4
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>559</b>	<b>4</b>
	Cum. Total*	0	0	2	1	1667	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	11	35	23	40	7910	57
	2006-2007	25	66	41	58	8749	63
	<b>2007-2008</b>	<b>18</b>	<b>75</b>	<b>37</b>	<b>61</b>	<b>8308</b>	<b>59</b>
	Cum. Total*	54	58	101	53	24967	60
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	16	52	21	37	3970	29
	2006-2007	11	29	22	31	3467	25
	<b>2007-2008</b>	<b>6</b>	<b>25</b>	<b>20</b>	<b>33</b>	<b>3922</b>	<b>28</b>
	Cum. Total*	33	35	63	33	11359	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	4	13	13	23	1421	10
	2006-2007	2	5	7	10	1165	8
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>1264</b>	<b>9</b>
	Cum. Total*	6	6	23	12	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	32.1	66.9	30.1	62.7	29.7	61.9
<b>Literary Text</b>	<b>24</b>	<b>50</b>	16.5	68.8	15.7	65.4	15.5	64.6
<b>Informational Text</b>	<b>24</b>	<b>50</b>	15.7	65.4	14.4	60.0	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: MSAD 23  
 School: Carmel Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	24	0	0	18	75	6	25	0	0	447	61	2	61	33	5	445	14053	4	59	28	9	445
<b>Ethnicity</b>																						
African American/Black	1										1						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	0										0						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	23	0	0	17	74	6	26	0	0	446	60	2	60	33	5	445	13144	4	60	28	8	445
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	2										6	0	33	50	17	439	2388	0	29	44	26	437
No	22	0	0	17	77	5	23	0	0	447	55	2	64	31	4	445	11665	5	65	25	6	446
<b>Current LEP</b>																						
Yes	0										0						373	1	32	35	32	436
No	24	0	0	18	75	6	25	0	0	447	61	2	61	33	5	445	13680	4	60	28	8	445
<b>Economically disadvantaged</b>																						
Yes	11	0	0	8	73	3	27	0	0	447	22	0	59	41	0	445	5502	1	47	37	14	441
No	13	0	0	10	77	3	23	0	0	446	39	3	62	28	8	445	8551	6	67	22	5	447
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	445
No	24	0	0	18	75	6	25	0	0	447	61	2	61	33	5	445	14048	4	59	28	9	445
<b>Gender</b>																						
Female	14	0	0	10	71	4	29	0	0	446	33	3	64	30	3	446	6959	5	61	26	8	446
Male	10	0	0	8	80	2	20	0	0	448	28	0	57	36	7	444	7093	3	57	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	4										10	0	20	60	20	437	1890	0	37	46	17	439
No	20	0	0	16	80	4	20	0	0	447	51	2	69	27	2	446	12163	5	63	25	8	446
<b>Gifted/talented program</b>																						
Yes	0										0						266	21	74	4	0	456
No	24	0	0	18	75	6	25	0	0	447	61	2	61	33	5	445	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 23  
School: Carmel Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	0	0	1	100	0	0	438	3	0	50	50	0	441	5	1	42	36	21	440
B. less than one hour	75	0	0	13	72	5	28	0	0	446	89	2	57	35	6	444	74	4	62	27	7	445
C. one to two hours	21	0	0	5	100	0	0	0	0	450	8	0	100	0	0	450	18	5	59	29	7	446
D. more than two hours	0										0						2	3	32	34	31	438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	25	0	0	4	67	2	33	0	0	448	31	0	53	32	16	443	30	6	63	24	7	446
B. They match some of what I have learned.	58	0	0	11	79	3	21	0	0	447	52	3	63	34	0	446	52	4	63	27	6	446
C. They match just a little of what I have learned.	13	0	0	2	67	1	33	0	0	443	11	0	57	43	0	442	12	2	46	37	15	441
D. There is no match.	4	0	0	1	100	0	0	0	0	448	5	0	100	0	0	449	5	0	33	40	26	437
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	17	0	0	2	50	2	50	0	0	444	31	5	53	26	16	444	35	7	66	20	6	448
B. good	63	0	0	13	87	2	13	0	0	448	54	0	70	30	0	446	51	3	60	29	7	445
C. fair	21	0	0	3	60	2	40	0	0	444	13	0	50	50	0	442	12	1	44	40	16	440
D. poor	0										2	0	0	100	0	434	2	0	23	47	30	436
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	8	0	0	2	100	0	0	0	0	446	25	7	27	53	13	441	19	2	46	34	17	442
B. about the same as my regular schoolwork	79	0	0	13	68	6	32	0	0	447	62	0	71	29	0	447	62	5	64	26	5	446
C. easier than my regular schoolwork	13	0	0	3	100	0	0	0	0	448	13	0	75	13	13	443	18	3	58	29	10	444
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I usually read.	17	0	0	2	50	2	50	0	0	442	26	0	25	56	19	438	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	38	0	0	6	67	3	33	0	0	448	48	0	66	34	0	447	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	46	0	0	10	91	1	9	0	0	447	26	6	88	6	0	448	33	7	68	20	5	448
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	13	0	0	2	67	1	33	0	0	449	10	0	67	17	17	447	18	7	64	22	7	447
B. 20 minutes to an hour	63	0	0	12	80	3	20	0	0	447	41	4	72	20	4	446	55	4	64	26	6	446
C. less than 20 minutes	13	0	0	2	67	1	33	0	0	444	38	0	48	48	4	443	14	2	53	33	12	443
D. I rarely read at home.	13	0	0	2	67	1	33	0	0	444	11	0	57	43	0	444	13	1	44	39	16	441
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	35	0	0	5	63	3	38	0	0	446	28	0	47	47	6	443	23	3	50	34	13	442
B. six to ten pages	26	0	0	6	100	0	0	0	0	450	20	0	92	8	0	450	25	3	60	29	8	444
C. eleven or more pages	39	0	0	6	67	3	33	0	0	445	52	3	55	35	6	444	52	5	64	24	6	446
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 23  
School: Carmel Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	0	0	0	0	1294	9
	2006-2007	0	0	0	0	1054	8
	<b>2007-2008</b>	<b>4</b>	<b>17</b>	<b>5</b>	<b>8</b>	<b>1321</b>	<b>9</b>
	Cum. Total*	4	4	5	3	3669	9
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	10	31	20	34	7000	50
	2006-2007	26	68	38	54	7394	53
	<b>2007-2008</b>	<b>15</b>	<b>63</b>	<b>37</b>	<b>61</b>	<b>7079</b>	<b>51</b>
	Cum. Total*	51	54	95	50	21473	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	16	50	23	40	3784	27
	2006-2007	10	26	24	34	3729	27
	<b>2007-2008</b>	<b>5</b>	<b>21</b>	<b>15</b>	<b>25</b>	<b>3955</b>	<b>28</b>
	Cum. Total*	31	33	62	33	11468	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	6	19	15	26	1894	14
	2006-2007	2	5	9	13	1735	12
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>7</b>	<b>1642</b>	<b>12</b>
	Cum. Total*	8	9	28	15	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>15</b>	<b>31</b>	10.3	68.7	9.8	65.3	9.5	63.3
<b>Cluster 2: Shape and Size</b>	<b>14</b>	<b>29</b>	10.1	72.1	9.5	67.9	9.1	65.0
<b>Cluster 3: Mathematical Decision Making</b>	<b>5</b>	<b>10</b>	4.1	82.0	3.7	74.0	3.4	68.0
<b>Cluster 4: Patterns</b>	<b>14</b>	<b>29</b>	10.5	75.0	9.7	69.3	9.7	69.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: MSAD 23  
 School: Carmel Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	24	4	17	15	63	5	21	0	0	451	61	8	61	25	7	447	13997	9	51	28	12	445
<b>Ethnicity</b>																						
African American/Black	1										1						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	0										0						262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	23	4	17	14	61	5	22	0	0	451	60	8	60	25	7	447	13085	10	51	28	11	446
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	2										6	17	0	33	50	436	2372	3	31	36	30	436
No	22	3	14	15	68	4	18	0	0	451	55	7	67	24	2	448	11625	11	54	27	8	447
<b>Current LEP</b>																						
Yes	0										0						381	4	33	28	35	435
No	24	4	17	15	63	5	21	0	0	451	61	8	61	25	7	447	13616	10	51	28	11	445
<b>Economically disadvantaged</b>																						
Yes	11	2	18	6	55	3	27	0	0	450	22	9	55	32	5	446	5472	5	41	35	19	440
No	13	2	15	9	69	2	15	0	0	452	39	8	64	21	8	447	8525	13	56	24	7	448
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	448
No	24	4	17	15	63	5	21	0	0	451	61	8	61	25	7	447	13992	9	51	28	12	445
<b>Gender</b>																						
Female	14	2	14	7	50	5	36	0	0	449	33	9	61	30	0	448	6933	9	50	29	12	445
Male	10	2	20	8	80	0	0	0	0	454	28	7	61	18	14	445	7063	10	51	27	11	446
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	4										10	0	40	50	10	439	1890	2	34	41	23	438
No	20	4	20	13	65	3	15	0	0	452	51	10	65	20	6	448	12107	11	53	26	10	446
<b>Gifted/talented program</b>																						
Yes	0										0						266	45	49	5	0	461
No	24	4	17	15	63	5	21	0	0	451	61	8	61	25	7	447	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 23  
School: Carmel Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	0	0	1	100	0	0	440	3	0	50	50	0	447	5	6	34	33	27	438
B. less than one hour	75	1	6	13	72	4	22	0	0	449	89	4	63	26	7	445	74	10	52	28	10	446
C. one to two hours	21	3	60	2	40	0	0	0	0	460	8	60	40	0	0	460	18	10	52	28	10	446
D. more than two hours	0										0						2	5	33	28	34	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	58	2	14	10	71	2	14	0	0	452	34	10	67	19	5	449	38	13	56	23	8	448
B. They match some of what I have learned.	29	2	29	3	43	2	29	0	0	449	51	10	65	23	3	448	48	8	52	29	10	445
C. They match just a little of what I have learned.	13	0	0	2	67	1	33	0	0	448	10	0	50	33	17	442	10	4	35	39	22	439
D. There is no match.	0										5	0	0	67	33	429	4	2	25	33	40	433
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	38	3	33	5	56	1	11	0	0	454	38	17	70	9	4	451	35	16	55	20	8	449
B. good	58	1	7	10	71	3	21	0	0	449	51	3	61	32	3	446	48	7	52	31	11	445
C. fair	4	0	0	0	0	1	100	0	0	440	11	0	29	43	29	437	14	3	41	38	18	440
D. poor	0										0						3	1	29	36	34	435
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	4	0	0	1	100	0	0	0	0	460	13	0	50	38	13	443	15	4	38	33	25	439
B. about the same as my regular schoolwork	74	3	18	11	65	3	18	0	0	451	75	9	62	22	7	447	64	10	54	28	9	446
C. easier than my regular schoolwork	22	1	20	3	60	1	20	0	0	450	12	14	71	14	0	451	21	13	52	24	11	447
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	4	0	0	1	100	0	0	0	0	446	10	17	50	0	33	443	23	8	47	29	16	443
B. two or three days a week	29	1	14	4	57	2	29	0	0	451	33	5	40	55	0	444	36	11	54	27	9	447
C. two or three times each month	50	3	25	8	67	1	8	0	0	453	30	17	78	6	0	454	25	10	53	27	10	446
D. never or almost never	17	0	0	2	50	2	50	0	0	444	28	0	71	18	12	444	16	9	46	32	13	444
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	13	0	0	3	100	0	0	0	0	451	11	0	57	14	29	439	5	3	30	33	33	436
B. two or three days a week	42	0	0	7	70	3	30	0	0	445	28	0	59	35	6	443	19	8	50	30	12	445
C. two or three times each month	46	4	36	5	45	2	18	0	0	456	30	22	67	11	0	454	38	11	55	26	8	447
D. never or almost never	0										31	5	58	32	5	446	38	9	50	29	12	445
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	4	0	0	0	0	1	100	0	0	440	5	0	33	67	0	442	8	3	33	38	25	438
B. 30–45 minutes	50	2	17	7	58	3	25	0	0	450	61	5	62	22	11	445	27	6	48	33	13	443
C. 45–60 minutes	38	2	22	6	67	1	11	0	0	454	31	16	58	26	0	450	38	11	54	26	9	447
D. more than 60 minutes	8	0	0	2	100	0	0	0	0	448	3	0	100	0	0	448	26	13	55	23	9	448
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 23  
School: Carmel Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	0	0	3	5	751	5
	2006-2007	2	5	3	4	963	7
	<b>2007-2008</b>	<b>2</b>	<b>8</b>	<b>3</b>	<b>5</b>	<b>882</b>	<b>6</b>
	Cum. Total*	4	4	9	5	2596	6
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	19	59	30	52	7251	52
	2006-2007	19	50	35	49	6824	49
	<b>2007-2008</b>	<b>17</b>	<b>71</b>	<b>37</b>	<b>61</b>	<b>7130</b>	<b>51</b>
	Cum. Total*	55	59	102	54	21205	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	11	34	19	33	4514	32
	2006-2007	14	37	25	35	4382	32
	<b>2007-2008</b>	<b>5</b>	<b>21</b>	<b>18</b>	<b>30</b>	<b>4433</b>	<b>32</b>
	Cum. Total*	30	32	62	33	13329	32
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	2	6	6	10	1458	10
	2006-2007	3	8	8	11	1735	12
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>1546</b>	<b>11</b>
	Cum. Total*	5	5	17	9	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	8.5	70.8	7.8	65.0	8.0	66.7
Cluster 2: Physical Sciences	12	25	8.5	70.8	8.7	72.5	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	8.3	69.2	7.4	61.7	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	8.3	69.2	7.7	64.2	7.6	63.3

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 23  
School: Carmel Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	24	2	8	17	71	5	21	0	0	449	61	5	61	30	5	446	13991	6	51	32	11	444
<b>Ethnicity</b>																						
African American/Black	1										1						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	0										0						262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	23	2	9	16	70	5	22	0	0	449	60	5	60	30	5	446	13080	7	52	31	10	444
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	2										6	0	50	33	17	442	2370	2	32	41	25	437
No	22	2	9	15	68	5	23	0	0	448	55	5	62	29	4	446	11621	7	55	30	8	445
<b>Current LEP</b>																						
Yes	0										0						379	1	25	35	39	433
No	24	2	8	17	71	5	21	0	0	449	61	5	61	30	5	446	13612	6	52	32	10	444
<b>Economically disadvantaged</b>																						
Yes	11	1	9	8	73	2	18	0	0	450	22	5	59	36	0	446	5470	3	41	39	18	440
No	13	1	8	9	69	3	23	0	0	448	39	5	62	26	8	445	8521	9	57	27	7	446
<b>Migrant</b>																						
Yes	0										0						5	20	20	40	20	443
No	24	2	8	17	71	5	21	0	0	449	61	5	61	30	5	446	13986	6	51	32	11	444
<b>Gender</b>																						
Female	14	1	7	8	57	5	36	0	0	445	33	6	58	33	3	445	6929	6	49	33	12	443
Male	10	1	10	9	90	0	0	0	0	453	28	4	64	25	7	446	7061	7	53	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	4										10	0	30	50	20	438	1888	1	32	44	23	437
No	20	2	10	15	75	3	15	0	0	449	51	6	67	25	2	447	12103	7	54	30	9	445
<b>Gifted/talented program</b>																						
Yes	0										0						266	30	65	5	1	457
No	24	2	8	17	71	5	21	0	0	449	61	5	61	30	5	446	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 23  
School: Carmel Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	1	100	0	0	0	0	448	3	0	100	0	0	449	5	4	37	36	22	439
B. less than one hour	75	2	11	11	61	5	28	0	0	447	89	6	56	33	6	445	74	6	53	31	10	444
C. one to two hours	21	0	0	5	100	0	0	0	0	454	8	0	100	0	0	454	18	7	52	32	8	445
D. more than two hours	0										0						2	4	31	33	32	437
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	17	0	0	4	100	0	0	0	0	448	10	0	67	17	17	443	24	9	53	28	10	446
B. They match some of what I have learned.	54	1	8	10	77	2	15	0	0	450	66	5	68	23	5	447	49	6	54	31	9	445
C. They match just a little of what I have learned.	29	1	14	3	43	3	43	0	0	446	23	7	43	50	0	444	21	4	47	36	13	442
D. There is no match.	0										2	0	0	100	0	434	6	2	35	37	25	438
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	13	0	0	3	100	0	0	0	0	448	18	0	73	18	9	445	25	9	53	27	10	446
B. good	63	1	7	11	73	3	20	0	0	449	67	5	59	34	2	446	54	6	55	30	9	445
C. fair	21	1	20	2	40	2	40	0	0	450	13	13	50	25	13	445	19	3	43	40	15	441
D. poor	4	0	0	1	100	0	0	0	0	444	2	0	100	0	0	444	3	2	28	42	29	435
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	21	0	0	2	40	3	60	0	0	443	23	7	43	43	7	445	22	5	45	35	15	442
B. about the same as my regular schoolwork	71	2	12	13	76	2	12	0	0	450	67	5	63	27	5	446	62	7	53	31	9	445
C. easier than my regular schoolwork	8	0	0	2	100	0	0	0	0	451	10	0	83	17	0	446	16	7	52	28	13	444
<b>How often do you have science classes?</b>																						
A. every day	0										8	20	60	0	20	450	24	7	48	33	12	444
B. a few times a week	71	1	6	11	65	5	29	0	0	448	59	3	56	39	3	445	53	7	54	31	9	445
C. once a week	17	0	0	4	100	0	0	0	0	444	11	0	86	14	0	442	9	6	46	33	15	442
D. a few times a month	13	1	33	2	67	0	0	0	0	457	21	8	62	23	8	446	14	5	50	31	14	443
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	13	0	0	3	100	0	0	0	0	449	26	0	69	25	6	445	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	25	0	0	3	50	3	50	0	0	445	28	0	41	47	12	441	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	38	1	11	6	67	2	22	0	0	449	28	12	65	24	0	449	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	25	1	17	5	83	0	0	0	0	452	18	9	73	18	0	449	22	9	55	26	9	446
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											